

# **Autumn Term 2025**

## **Curriculum Knowledge Organiser**

### **Year 6**



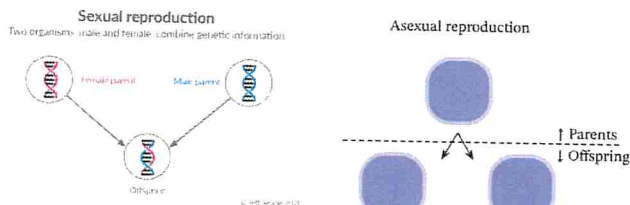
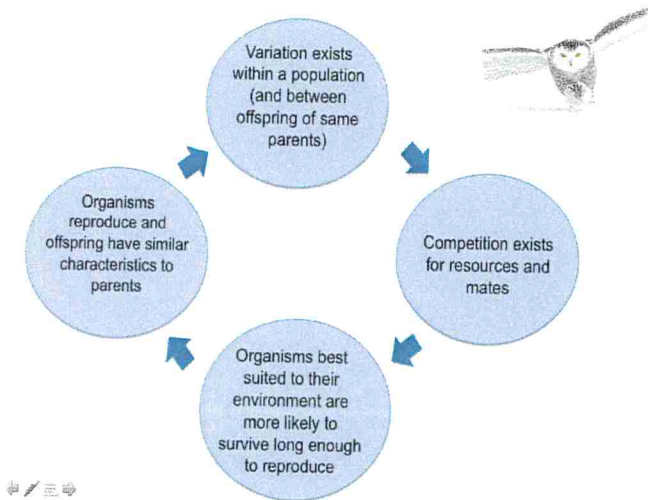
# KNOWLEDGE ORGANISER - Year 6 Science

## Evolution and Natural Selection



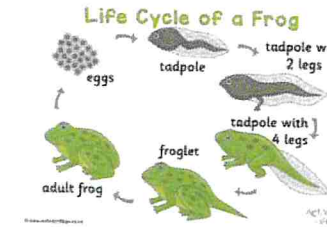
### IMAGES/DIAGRAMS/MAPS

Charles Darwin's Theory of Natural Selection:



### WHAT YOU SHOULD ALREADY KNOW

- All living things have similar stages of life.
- Different animals have adapted these stages differently, which has enabled them to survive.
- Animals are adapted to survive in their environment.
- Animals are classified according to shared characteristics.
- Some animals are vertebrates – they have an internal skeleton. Some are invertebrates – they do not.
- Habitats can change. These changes can be natural or artificial.



### KEY VOCABULARY

*evolution*

*natural selection*

*Charles Darwin*

*variation*

*species*

*organism*

*reproduce*

*sexual reproduction*

*asexual reproduction*

*offspring*

*inherit*

*adapt/adaptations*

*fossils*

*vertebrate*

*invertebrate*

*extinct*

### KEY KNOWLEDGE

- Some organisms reproduce sexually where offspring inherit information from both parents. This results in variation in a species.
- Other organisms reproduce asexually by making a copy of a single parent. Asexual reproduction results in little variation in a population and makes evolution less likely.
- Evolution is an observation that organisms have changed gradually over a long period of time.
- Over the last many millions of years there are many examples of organisms becoming extinct and others evolving into new organisms over many generations.
- The fossil record provides evidence for this.
- The way fossils form and are found mean the fossil record is an incomplete record of all evolution. Scientists have had to piece together evidence to work out how organisms evolve.
- Darwin's theory of Natural Selection explains how evolution occurs. It can be simplified into 4 main stages.



# KNOWLEDGE ORGANISER - Year 6 Geography Southampton

Geography is learning about *people, places and processes* from across the world so that we understand where we live on a local, national and global scale.



I can locate Southampton in the UK using a map and describe the location using geographical language

I can use 6 figure grid references to describe locations on a map.

I can identify the human and physical features of Southampton.

I can understand how Southampton has developed over time.

I can understand how Southampton is a globally connected place.

I can carry out fieldwork in Southampton to investigate the city.

I can compare the physical and human features of Ringwood and Southampton.



## IMAGES/DIAGRAMS/MAPS



## WHAT YOU SHOULD ALREADY KNOW

- The location of the UK, Hampshire and Ringwood on a map.
- Directional language to describe position of places.
- How to use maps and satellite images to investigate places.
- That there are geographical issues (including human impact) around the use of places and some ways in which these can be resolved.
- How to read and write six figure grid references to describe position on a map.

## KEY KNOWLEDGE

- The location of Southampton in the world and its physical features.
- How the land is used in Southampton.
- The physical and human features of Southampton make it a desirable location for a major port.
- Southampton is a key globally connected place by sea and air.
- Global connections can impact on trade and economic activity.
- Collecting survey data helps us to understand how people use Southampton and what Southampton is like.
- Southampton and Ringwood are similar and different in a variety of ways.

## KEY VOCABULARY

Southampton  
 North, South, West and East  
 North-East, South-East, North-West, South-West  
 The United Kingdom  
 Hampshire  
 Double Tide  
 Economy/Economic  
 Environmental Impact  
 Import/Export  
 Port  
 Cruise Ship  
 Cargo Ship  
 Isle of Wight  
 Reclaimed Land  
 Social  
 Solent  
 Pedestrianised  
 Urban  
 Southampton Water

# KNOWLEDGE ORGANISER – Year 6 History

## Ancient Greece



1200 B.C.  
The Trojan Wars



776 B.C.  
The first Olympic Games



500 B.C.  
Democracy used in Athens



336 B.C.  
Alexander the Great rules



146 B.C.  
Rome conquers Greece



**Ancient Greece**

### WHAT YOU SHOULD ALREADY KNOW:

- Ancient civilisations had well established rules, language, agriculture, language and writing.
- B.C. = Before Christ and A.D. = Anno Domini (The year of our Lord starts at A.D. 1).
- The ancient Roman Empire was large and powerful and conquered large parts of Europe and the Mediterranean.

### KEY KNOWLEDGE:

- There are many surviving sources of evidence which help us to understand what life in ancient Greece was like such as: writing, pottery, paintings, buildings and coins.
- Ancient Greece was divided into city states. City states were known to fight each other or join forces to battle with outside invaders.
- The ancient Greeks believed that gods and goddesses controlled everything and that they should be worshiped and honoured.
- Temples and shrines were built to worship the gods and goddesses and many of these ruins still survive today.
- In 146 B.C. Greece was conquered by Rome but many aspects of ancient Greek culture shape our world today.

### KEY VOCABULARY:

ancient  
Athenian  
democracy  
city state  
civilisation  
democracy  
empire  
Greece  
invasion  
Olympics  
Persian  
Trojan  
Sparta  
worship

# KNOWLEDGE ORGANISER



## Design & Technology Year 6 Bag-Making



### IMAGES/DIAGRAMS/MAPS



### WHAT YOU SHOULD ALREADY KNOW

- You should already know how to join fabrics in a number of ways, including basic sewing techniques.
- How to thread a needle and make a simple knot (From Yr 4).
- How to use basic stitches such as running stitch and whipstitch from Yr 4.
- Textiles designers use stitches and other techniques (e.g. embroidery, tie dye) to add to the aesthetic appeal of their product.
- That you can also add a number of features to improve the product's functionality, for example by adding a range of fasteners (e.g. buttons, zips)

### KEY VOCABULARY

purpose  
suitability  
structure  
disassemble  
components  
design criteria  
measurements  
seam allowance  
dipryl  
back stitch  
running stitch  
blanket stitch  
wadding

BLANKET STITCH



RUNNING STITCH



BACK STITCH

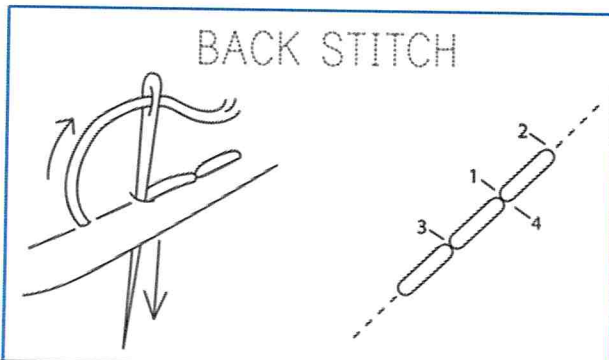


WHIP STITCH



### KEY KNOWLEDGE –

- A pattern is usually used for clothes and shoe-making, in order to create the correct (and consistent) style and size.
- When sewing, it helps to pin pieces of material together temporarily so they do not come apart.
- Making a prototype of my chosen design ensures that the bag works correctly.
- Bags can be made from a wide range of materials. Some fabrics are easier to join than others, depending on thickness, density of threads and whether they are stretchy. Backstitch is used to join materials in bags because it is stronger and less likely to pull apart.



### PURPOSE

To design and create a bag for life.

### USER

Myself.

### INNOVATION AND CHALLENGE

Use a range of stitching techniques and develop the bag design beyond the basic bag shape.

# KNOWLEDGE ORGANISER - Year 6 French

## Classroom Instructions



### IMAGES/DIAGRAMS/MAPS



écoutez



répétez



regardez



levez la main



baissez la main



écrivez

### WHAT YOU SHOULD ALREADY KNOW

- To recognise and understand classroom instructions in English or their native language
- To know that when actions are put with new language, this helps us to remember new language.

### KEY VOCABULARY

écoutez	listen
répétez	repeat
regardez	look
levez la main	put your hand up
baissez la main	put your hand down
écrivez	write
Ouvrez	open
Fermez	close
Levez-vous	stand up
Asseyez-vous	sit down

### KEY KNOWLEDGE

- To know that écouter means 'to listen'; répéter means 'to repeat'; regarder means 'to look'; levez la main means 'to put your hand up'; baissez la main means 'to put your hand down'; écrivez means 'to write'; ouvrez means 'to open'; fermez means 'to close'; levez-vous means 'stand up'; asseyez-vous means 'sit down'.

# KNOWLEDGE ORGANISER - Year 6 French

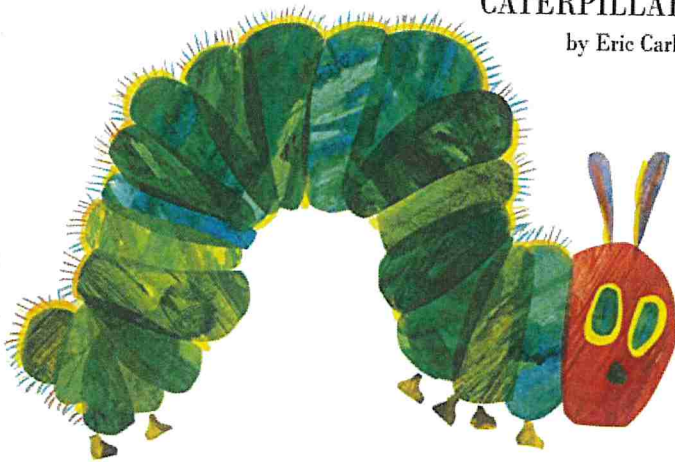
## 'The Very Hungry Caterpillar'



### IMAGES/DIAGRAMS/MAPS



**THE VERY HUNGRY CATERPILLAR**  
by Eric Carle



### WHAT YOU SHOULD ALREADY KNOW

- Language for fruit and vegetables, and food for meal times (from year 4).
- To understand how to use a conjunctions to create more complex sentences.

### KEY KNOWLEDGE

- Language for snacks and mealtimes.
- Language for foods which are good for your health.
- Using language learned to read the story of, 'The Very Hungry Caterpillar'.
- Using learned knowledge, you will write your own story using, 'The Very Hungry Caterpillar' as a model.

### KEY VOCABULARY

<b>lundi</b>	Monday
<b>mardi</b>	Tuesday
<b>mercredi</b>	Wednesday
<b>jeudi</b>	Thursday
<b>vendredi</b>	Friday
<b>samedi</b>	Saturday
<b>dimanche</b>	Sunday



Aujourd'hui ..... Today  
Demain..... Tomorrow  
Hier.... Yesterday

Pour le petit déjeuner... For breakfast...  
Pour le déjeuner... For lunch...  
Pour le dîner... For dinner...

bon pour la sante good for the health  
mauvais pour la sante bad for the health



# Knowledge Organiser

Concept - Peace in Islam

Lead Subject - RE

## What You Should Already Know

- There are five Pillars of Islam. Four of them are Shahada, Salat, Zakat and Hajj.
- Muslims believe that there is one true God and Mohammed (pbuh) is his prophet.
- Muslims pray five times a day.
- Mecca is a special city for Muslims.
- The Qur'an is the holy book for Muslims.

## SMSC (Social, Moral, Social and Cultural) Opportunities

**Spiritual:** opportunities to reflect on what peace means and how they feel at peace.

**Moral:** discussion of times when there is not peace and why this is so.

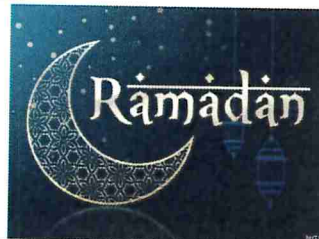
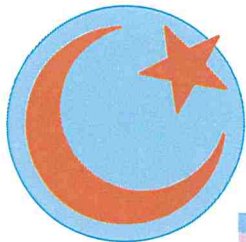
**Social:** how others think about peace and what they do about it.

**Cultural:** appreciation of the way others feel about peace and how this is represented through art, music and writing.

## Key Knowledge

- 570 CE: Birth of the Prophet Muhammad in Mecca.
- 610 CE: Muhammad receives his first revelation from Allah through the Angel Gabriel.
- 613-622 CE: Muhammad starts preaching Islam openly.
- The Qur'an is written in Classical Arabic and is considered by Muslims to be the literal word of God.
- Islam teaches that there is no god but Allah and that Muhammad is his final prophet.
- The Qur'an consists of 114 chapters (surahs) and covers various topics, including peace, justice, and guidance for Muslims.
- The Qur'an was revealed to Muhammed by Allah.
- Muslims fast during Ramadan, this fasting is known as Sawm.
- Muslims feel peace through fasting as they can focus on prayer and charity.
- Muslims believe that by fasting and praying, they are submitting to Allah, and by submitting utterly they can attain individual personal peace.

## Images/diagrams/maps



## Key Vocabulary

- |          |             |           |
|----------|-------------|-----------|
| • Peace  | • Muhammed  | • Ramadan |
| • Islam  | • Qur'an    | • Sawm    |
| • Muslim | • Mediation | • Fasting |



# Knowledge Organiser

Concept - Incarnation in Christianity

Lead Subject - RE

### What You Should Already Know

- Christianity is a major world religion. Jesus is a prophet; The Bible is the holy text and they worship in churches.
- Jesus' birth is celebrated at Christmas.
- The Bible is written in The Old Testament and The New Testament, and there are books within each testament.

### SMSC (Social, Moral, Social and Cultural) Opportunities

**Spiritual:** Providing an opportunity to be reflective about their beliefs.

**Moral:** developing an interest offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.

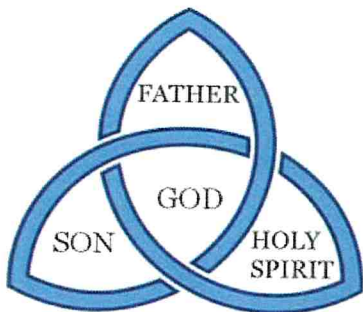
**Social:** Sharing our own experiences and responding to the experiences of others.

Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life.

**Cultural:** Giving children an interest in and an opportunity to explore different faiths and beliefs.

### Images/diagrams/maps

#### Christianity



### Key Knowledge - Some Christians believe that:

- Incarnation means a person who embodies a god or sacred being.
- Christians believe that Jesus was God made into a man, this belief is called the Incarnation.
- The birth narratives show that Jesus was the Son of God yet also human
- Different aspects of the birth narratives highlight this, for example the coming of the angel Gabriel who tells Mary Jesus will be the Son of God
- An angel also appears to the shepherds telling them that the Lord or Messiah has been born.
- The word "Incarnation" comes from the Latin word "incarnatio" which means "to make flesh".
- The Gospel of John refers to Jesus as the "Word made flesh".
- The doctrine of the Incarnation developed over several centuries within the early Christian church.
- The concept of the Incarnation emphasizes the divine nature of Jesus while also affirming his humanity.

### Key Vocabulary

- |               |               |                |
|---------------|---------------|----------------|
| • Incarnation | • Gospel      | • Holy spirit  |
| • Jesus       | • Nativity    | • Resurrection |
| • Messiah     | • Virgin Mary | • Ascension    |
| • Salvation   |               |                |

**YEAR GROUP**

Year 6

# KNOWLEDGE ORGANISER

**PROJECT**

Short Ride in a Fast Machine

**LEAD SUBJECT**

Music



**Musical Milestones**

Listen to and find out about minimalist music

Explore using rhythmic patterns to create a minimalist effect.

Compose rhythmic patterns in 2, 3 or 4 metre.

Explore combining own patterns to create a minimalist effect.

Use rhythmic patterns to create their own 'Short Ride in a Fast Machine' composition.

Reflect, refine and develop compositions.

Perform compositions.



**WHAT YOU SHOULD ALREADY KNOW**

- Identify a steady beat and rhythm pattern.
- Understand 2, 3 and 4-metre.
- Be able to read traditional rhythmic notation including crotchets, quavers, minims and crotchet rests.

**KEY KNOWLEDGE**

The **duration** is the length of time each note is played for.

The **structure** of a piece of music is how the different sections are positioned together.

**IMAGES/DIAGRAMS/MAPS**

Composing rhythm patterns

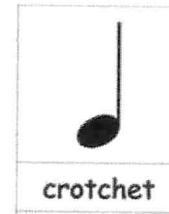



**KEY VOCABULARY**

- duration
- steady beat
- rhythm pattern
- metre
- structure
- minimalist

A Short Ride in a Fast Machine was composed by John Adams in 1986 and is an example of minimalist music.

**Minimalist music** is created from short rhythm patterns that are often repeated or layered.



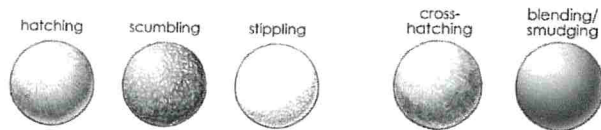
# KNOWLEDGE ORGANISER – Year 6 Art

## What is perspective in art and how can it be achieved?



### WHAT YOU SHOULD ALREADY KNOW:

- A sketchbook is used to record, reflect, evaluate and develop on our own and others' artwork.
- The key forms of art are **drawing, painting, sculpting, collage, printing textiles** and **photography**.
- **Observational Drawing** is drawing what you see in front of you as realistically and true to life as possible.
- **Abstract** in art means that it does not try to look 'real'.
- Different drawing techniques are **shading, smudging, hatching, cross hatching, scumbling** and **stippling**.

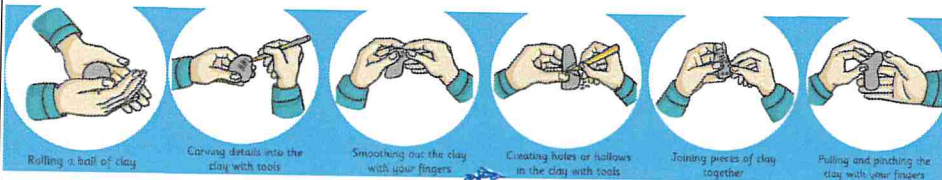


### KEY KNOWLEDGE:

#### Sculpting with Clay

- A mural is a painting of piece of art created on or for a wall.
- A ceramic artist is someone who uses clay as their medium (material).

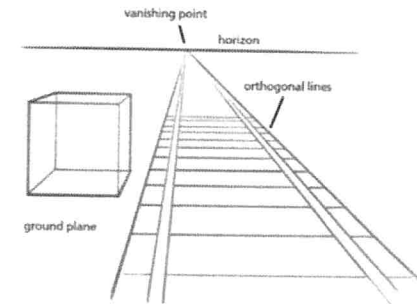
Techniques for working with clay...



### KEY KNOWLEDGE:

#### Perspective Art

Perspective art is the technique used to represent what we see in the world (in 3D) on a 2D surface. It gives us the illusion of things going off into the distance (to the vanishing point).

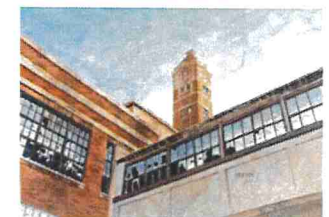
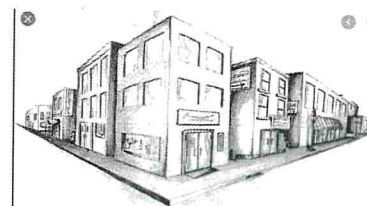


**One-point perspective =**

**Two-point perspective =**

**Multi-point perspective =** three or more vanishing points

one vanishing point  
two vanishing points



#### Perspective in the work of others

- Perspective in art was first introduced by Italian artist **Paolo Uccello**
- American artist **Charles Sheeler** used perspective in his abstract landscape art.
- Living artists, **Julian Beever** and **Edgar Mueller** use perspective in their 3D illusion street art. They are known as street or pavement artists.

# Me and My Relationships



## WHAT YOU SHOULD ALREADY KNOW

- Be able to explain what collaboration means.
- Demonstrate how to respond to a wide range of feelings in others.
- Reflect on their own friendship qualities.
- Identify what things make a relationship unhealthy.
- Recognise some of the feelings associated with feeling excluded or 'left out'.
- Be aware of ways in which people behave when they discriminate against others who are different from them. Understand that the information we see online either text or images, is not always true or accurate.

## KEY KNOWLEDGE

People negotiate in different settings throughout their lives. In most cases one or both of the people negotiating will need to compromise in order to solve the problem.

Providing advice to friends can be very helpful. This can be achieved through an assertive but respectful approach.

Peer pressure can be troublesome for many people. Knowing how to recognise it and having strategies ready to avoid it can be helpful.

Sometimes people react negatively in certain situations. Knowing why, for example their overall mood may be low, can help individuals to support themselves and others positively.

People who love and care for each other can be in what is called a loving, stable or committed relationship with one another.

It is important to know what appropriate, inappropriate and illegal touching is. There are situations when it is common for people to touch others, for example shaking hands as part of greeting people. If you feel uncomfortable in a situation you should tell a trusted adult.

There are organisations such as the NSPCC and Childline that can be contacted if you want to talk to someone.

## KEY VOCABULARY

Collaboration, negotiation, balanced friendship, assertiveness, resolution, sensitive, marriage, civil partnership, forced marriage, illegal, appropriate, inappropriate, privacy settings and secure.

## KEY QUESTIONS

What is a stable relationship?

What are good communication strategies?

What does being assertive mean?

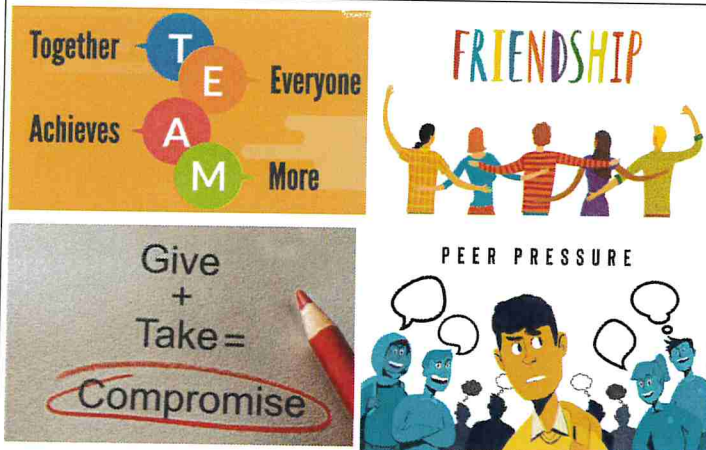
How do you resolve conflict between your friends?

How would you identify peer pressure?

Why might some people react differently in certain scenarios?

How old does someone have to be before they can get married in the UK?

Does everyone in a committed relationship want or have to get married?



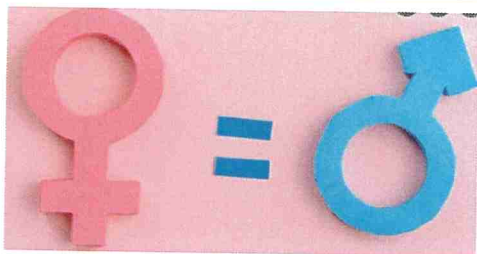
# KNOWLEDGE ORGANISER – Year 6 PSHE

## Valuing Differences



### WHAT YOU SHOULD ALREADY KNOW

- The benefits of living in a diverse society.
- Why some people are discriminated against.
- What the key qualities of friendship are.
- Be able to describe the feelings experienced when someone is excluded or 'left out'.
- Understand the importance of respecting others, even when they are different from yourself.
- The importance of mutual respect for different faiths and beliefs and how we demonstrate this.



### KEY KNOWLEDGE

Recognising that bullying can be prejudice-based.

That a bystander can behave in a way that impacts other people, for example by not assisting someone who is being bullied. This is called being a passive bystander.

Active bystanders can help in bullying situations.

People are discriminated against for a variety of reasons for example, their gender identity, gender expression, sexuality, race or cultural background.

Gender stereotypes exist and are reinforced by the media which can lead to some people using them in everyday life.

To know that prejudice means to pre-judge someone or have an idea about them before you actually know anything about them.

Tolerance and respect are key skills and values in helping understand the differences people have.

Living in a diverse society made up of many cultures can have varied benefits for people.

### KEY VOCABULARY

witness, bystander, unique, positive feedback, confidence, self-esteem, point of view, unique, identity, prejudice, respect, diversity, tolerance, cultural norms, respect, disrespect, body language, empathy, unique, diversity, biological sex, sexual orientation, gender identity, gender expression, stereotype

### KEY QUESTIONS

What is calm assertive behaviour?

What is a bystander?

What is bullying?

What are stereotypes?

Why are some people discriminated against?

What is the difference between a friend and an acquaintance?

What is a diverse society?